




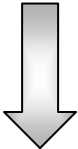


## Second Grade Social Studies Standards





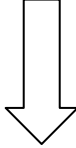
Definitions for words that are in **boldface** are provided in the glossary at the end of this document.

**History Standard 1.0: Chronology:** *Students use chronology to organize and understand the sequence and relationship of events.*

<b>HISTORY</b> 	<b>CIVICS</b> 	<b>ECONOMICS</b> 	<b>GEOGRAPHY</b> 
<p><b>1.2.2</b> Identify past, present, and future events.</p>	<p><b>1.2.1</b> Identify examples of rules, laws and authorities that keep people safe and property secure.  <b>1.2.4</b> Participate in class decision making.  <b>8.2.1</b> Name their school and community.</p> <div style="text-align: center;">    <p>.....</p> <p>Have the class set up rules and procedures at the beginning of the school year (<b>1.2.4</b>)</p> </div>	<p><b>1.2.1</b> Give examples of what is given up when <b>choices</b> are made.  <b>1.2.3</b> Give examples of all or nothing choices (e.g. choose music on or off).  <b>3.2.1</b> Demonstrate an understanding of <b>trade</b>.  <b>3.2.2</b> Give examples of <b>prices</b> people have paid when buying goods and services.  <b>3.2.3</b> Explain why consumers choose to buy more when a <b>price</b> is low and why consumers choose to buy less when a <b>price</b> is high.  <b>4.2.1</b> Identify why people use <b>banks</b>.  <b>5.2.1</b> Explain what money is and how it is used.  <b>6.2.2</b> Explain what a <b>consumer</b> does.  <b>6.2.6</b> Give examples of ways people earn money by working.  <b>7.2.4</b> Give examples of inventions.</p> <div style="text-align: center;">    <p>.....</p> <p>Talk about choice and have students give examples when setting up rules and procedures (<b>7.2.4</b>)</p> </div>	<p><b>1.2.1</b> Identify the map title and map symbols on a variety of maps.  <b>1.2.2</b> Describe what a map or globe represents.  <b>1.2.3</b> Recognize geographic information from maps, globes, photographs and graphs.  <b>1.2.4</b> Choose a title and construct a key from map symbols.  <b>1.2.5</b> Identify the difference between a map and a globe.  <b>1.2.6</b> Recognize spatial patterns on a map.  <b>2.2.4</b> Give examples of how technology is used in the home and classroom.  <b>2.2.6</b> Identify areas that have different purposes in the home or the classroom.  <b>4.2.1</b> Use a school map to construct a visual model of population distribution.  <b>4.2.3</b> List and classify different ways to move people, <b>goods</b>, and ideas.  <b>4.2.4</b> Compare the difference between rural and urban communities.  <b>4.2.6</b> Use a map or chart to display information about an economic product.  <b>5.2.2</b> List typical human activities that take place in different physical environments.  <b>5.2.4</b> Identify how people shape the physical environment at home and school.  <b>6.2.4</b> Plan a geographic change for a classroom or school (e.g., changing the location of furniture or students).</p>





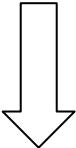
Resources:	Teacher Notes:
 <p><a href="http://www.worldalmanacforkids.com/explore/timeline.html">Interactive U.S History timeline</a> from the World Almanac for Kids online (http://www.worldalmanacforkids.com/explore/timeline.html)</p> <p><a href="http://www.udel.edu/dssep/histlit/histreadk2.htm">History and Children's Literature</a> – A reading list of K-2 books that discuss U.S. history topics such as immigration, Civil Rights Movement, and World War II (http://www.udel.edu/dssep/histlit/histreadk2.htm)</p> <p><a href="#">What is History?</a> - In this lesson, young students will gain a frame of reference for understanding history and for recognizing that the past is different depending on who is remembering and retelling it.</p>	
 <p><a href="http://www.farmers.com/FarmComm/AmericanPromise/">The American Promise</a>: a Web site devoted to helping teachers, professors and educators bring democracy to life in their classrooms. (http://www.farmers.com/FarmComm/AmericanPromise/)</p> <p><a href="http://www.schoolhouse-rock.com">Schoolhouse Rock</a>: America Rock – Video and lyrics on American government. (www.schoolhouse-rock.com)</p> <p>Lesson idea: <a href="http://www.civiced.org/fod_elem_auth02_sb.html">Why Do We Need Authority?</a> - Lesson plan created by the Center for Civic Education taken from the Authority section of <i>Foundations of Democracy: Authority, Privacy, Responsibility, and Justice</i>. (http://www.civiced.org/fod_elem_auth02_sb.html)</p> <p><a href="#">Civics and Children's Literature</a> – A list of stories focusing on the theme of Rules and Laws. ie: <i>Better Not Get Wet, Jesse Bear</i> by Nancy White Carlstrom. “Main character follows rules for when he is allowed to “get wet;” can use story to stimulate discussion of the purposes of a rule and when rules are applicable.” Additional civics themes are also available including: government, values and principles, citizens’ rights and privileges, and participation in civic life.</p>	
 <p><a href="http://www.econedlink.org/lessons/index.cfm?lesson=EM468&amp;page=teacher">A Perfect Pet</a> – A lesson on choice from the National Council on Economic Education (http://www.econedlink.org/lessons/index.cfm?lesson=EM468&amp;page=teacher)</p> <p>A number of additional lessons may be found on the <a href="http://www.ncee.net/resources/lessons.php">National Council on Economic Education</a> website at www.ncee.net/resources/lessons.php</p> <p><a href="http://www.udel.edu/dssep/econlit/econreadk.html">Economics and Children's Literature</a> – A list of stories focusing on economic topics such as choice, wants, goods, barter, etc. ie: <i>If You Give a Mouse a Cookie</i> by Laura Joffe Numeroff “The little mouse in this story has many wants that soon lead him to desire other things.” (http://www.udel.edu/dssep/econlit/econreadk.html)</p>	
 <p>Xpeditions: <a href="http://www.nationalgeographic.com/xpeditions/lessons/02/gk2/">Over the River and Through the Woods</a> A lesson designed to teach kids about the concept of mental maps – from National Geographic (http://www.nationalgeographic.com/xpeditions/lessons/02/gk2/)</p> <p><a href="http://www.udel.edu/dssep/graphics/geolit/georeadk2.html">Geography and Children's Literature</a> - A list of stories focusing on geographic topics such as location, map reading, place, movement, etc. ie: <i>All Kinds of Children</i> by Norma Simon (http://www.udel.edu/dssep/graphics/geolit/georeadk2.html)</p> <p><a href="http://edsitement.neh.gov/view_lesson_plan.asp?id=329">Mapping Our Worlds</a> - help young children make the shift to viewing the world around them in a two-dimensional format (http://edsitement.neh.gov/view_lesson_plan.asp?id=329)</p>	

**History Standard 5.0: 1200 to 1750:** *Students understand the impact of the interaction of peoples, cultures, and ideas from 1200 to 1750.*

<b>HISTORY</b> 	<b>CIVICS</b> 	<b>ECONOMICS</b> 	<b>GEOGRAPHY</b> 
<p><b>5.2.6</b> Tell why Columbus Day is celebrated.</p>	<p><b>5.2.3</b> Name a traditional U.S. patriotic activity, holiday or symbol, such as the Fourth of July.</p>	<p><b>1.2.1</b> Give examples of what is given up when <b>choices</b> are made  <b>3.2.1</b> Demonstrate an understanding of <b>trade</b>.  <b>7.2.1</b> Explain how tools and machinery may help a person work faster or better, or make a person's work easier.  <b>7.2.4</b> Give examples of inventions.</p> <div data-bbox="1213 500 1287 646" style="text-align: center;">   <p>.....</p> <p>Discuss differences in transportation then and now (<b>7.2.4</b>)</p> </div>	<p><b>1.2.2</b> Describe what a map or globe represents.  <b>1.2.4</b> Choose a title and construct a key from map symbols.  <b>1.2.5</b> Identify the difference between a map and a globe.  <b>1.2.6</b> Recognize <b>spatial patterns</b> on a map.  <b>2.2.1</b> Identify basic types of landforms and bodies of water.  <b>4.2.5</b> Distinguish between goods and <b>services</b>.</p>
<p><b>5.2.8</b> Tell why Thanksgiving Day is celebrated.</p>	<p><b>5.2.3</b> Name a traditional U.S. patriotic activity, holiday or symbol, such as the Fourth of July.</p>	<p><b>3.2.1</b> Demonstrate an understanding of <b>trade</b>.  <b>7.2.1</b> Explain how tools and machinery may help a person work faster or better, or make a person's work easier.</p>	<p><b>GS 2.1</b> Ask questions about another place.  <b>GS 2.2</b> Gather geographic information from books and pictures.  <b>GS 2.4</b> Identify and group information from several geographic sources.  <b>GS 2.5</b> Display the results of a geographic inquiry.  <b>2.2.2</b> Identify traditions and customs that families practice.  <b>3.2.1</b> Describe the weather conditions typical to each season in the community and in other places.  <b>4.2.7</b> Distinguish between wants and needs and describe how people fulfill them.  <b>5.2.1</b> Identify ways people depend on their local environments.</p>





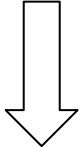
Resources:	Teacher Notes:
 <p><a href="http://www.theholidayzone.com/columbus/index.html">Columbus Day Resources &amp; Activities</a>: This site provides a variety of activities, lessons, and resources for teaching about Columbus. (http://www.theholidayzone.com/columbus/index.html)</p>	
 <p><a href="http://www.pbs.org/americaresponds/theamericanflag.html">America Responds: The American Flag</a> – This lesson from PBS teaches students about the American Flag, including its history, and what the symbols represent (http://www.pbs.org/americaresponds/theamericanflag.html)</p> <p><a href="http://www.americanhistory.si.edu/ssb/11_educatorinfo/fs11.html">The Star Spangled Banner from the Smithsonian Institute</a> – This is a downloadable curriculum guide developed in conjunction with the History Channel. Students use primary sources to learn more about the history and background of our national anthem. (http://www.americanhistory.si.edu/ssb/11_educatorinfo/fs11.html)</p>	
 <p><a href="http://inventors.about.com/library/inventors/bl_history_of_transportation.htm">The History of Transportation</a> – An interactive timeline of inventions in transportation (http://inventors.about.com/library/inventors/bl_history_of_transportation.htm)</p> <p><a href="http://www.americanhistory.si.edu/onthemove/games/">America on the Move</a> – An online resources of activities regarding transportation from the National Museum of American History (http://www.americanhistory.si.edu/onthemove/games/)</p>	
 <p><a href="http://www.mcps.k12.md.us/curriculum/socialstd/grade2/House_Maple.html">The House on Maple Street</a> – This lesson introduces the students to the economics concepts of scarcity and production; as well as covering hundreds of years of history and multiple locations around the U.S. (http://www.mcps.k12.md.us/curriculum/socialstd/grade2/House_Maple.html)</p> <p><a href="http://www.nationalgeographic.com/xpeditions/lessons/06/gk2/matters.html">Mapping What Matters</a> - This lesson introduces the concept of a multicultural environment by exploring the differences among students in terms of the value they place on different sites within their communities. (http://www.nationalgeographic.com/xpeditions/lessons/06/gk2/matters.html)</p>	
 <p><a href="http://teacher.scholastic.com/thanksgiving/tguide/index.htm">The First Thanksgiving</a> – An online teacher's guide from Scholastic; including activities and recommended books (http://teacher.scholastic.com/thanksgiving/tguide/index.htm)</p> <p><a href="http://www.oyate.org/resources/longthanks.html">Deconstructing the Myths of the "First Thanksgiving"</a>: This particular website is geared towards teachers. It provides the myths and facts of the First Thanksgiving which could be incorporated into a Thanksgiving lesson. (http://www.oyate.org/resources/longthanks.html)</p> <p><a href="http://www.gale.com/pdf/TeachersGuides/PilgrimGuide.pdf">A Teacher's Guide for the novel, P is for Pilgrim, A Thanksgiving Alphabet</a>: A multicultural and interdisciplinary approach to teaching about Thanksgiving. (http://www.gale.com/pdf/TeachersGuides/PilgrimGuide.pdf)</p>	
 <p><a href="http://www.pbs.org/americaresponds/theamericanflag.html">America Responds: The American Flag</a> – This lesson from PBS teaches students about the American Flag, including its history, and what the symbols represent (http://www.pbs.org/americaresponds/theamericanflag.html)</p>	
 <p><a href="http://www.mcrel.org/compendium/activityDetail.asp?activityID=67">McREL: Trading Post Simulation</a>. – In this lesson, students run and use a trading post to trade or barter for items. (http://www.mcrel.org/compendium/activityDetail.asp?activityID=67)</p>	
 <p><a href="http://www.nationalgeographic.com/xpeditions/lessons/04/gk2/earthspace.html">National Geographic's Xpeditions</a>: This lesson requires students to travel around the world on a visual scavenger hunt. During their exploration, they will select a handful of important natural and cultural characteristics of places. Students will learn the concept of place, locate landforms on a map, etc. (http://www.nationalgeographic.com/xpeditions/lessons/04/gk2/earthspace.html)</p> <p><a href="http://www.nationalgeographic.com/xpeditions/lessons/09/gk2/humanmigration.html">National Geographic's Xpeditions</a>: Human Migrations – The Story of a Community. In this lesson, students will study patterns of human movement, as well as learn how the effects of migration are tied to students through their community's cultural make-up. (http://www.nationalgeographic.com/xpeditions/lessons/09/gk2/humanmigration.html)</p>	

**History Standard 6.0: 1700 to 1865:** *Students understand the people, events, ideas, and conflicts that led to the creation of new nations and distinctive cultures.*

<b>HISTORY</b> 	<b>CIVICS</b> 	<b>ECONOMICS</b> 	<b>GEOGRAPHY</b> 
<p><b>6.2.4</b> Tell why the Fourth of July is celebrated.</p>	<p><b>5.2.3</b> Name a traditional U.S. patriotic activity, holiday or symbol, such as the Fourth of July.</p>		<p><b>GS 2.2</b> Gather geographic information from books and pictures.  <b>GS 2.3</b> Make lists and graphs and arrange visual materials to display geographic information.  <b>GS 2.5</b> Display the results of a geographic inquiry.  <b>2.2.2</b> Identify traditions and customs that families practice.  <b>4.2.9</b> Identify places where cooperation and conflict take place.</p> <div data-bbox="1717 621 1791 768" style="text-align: center;">   <p>.....</p> </div> <p>Read a story about the American Revolution and map important locations. Include a timeline of events. (<b>GS 2.3, GS 2.5</b>)</p>
<p><b>6.2.13</b> Tell why Presidents' Day is celebrated.</p>	<p><b>5.2.3</b> Name a traditional U.S. patriotic activity, holiday or symbol, such as the Fourth of July.</p>	<p><b>1.2.1</b> Give examples of what is given up when <b>choices</b> are made.</p>	<p><b>2.2.2</b> Identify traditions and customs that families practice.  <b>4.2.8</b> List different organizations to which people belong.  <b>6.2.2</b> Discuss the location of major current events.</p>

Resources:	Teacher Notes:
 <p><a href="http://www.just4kidsmagazine.com/beacon4god/july4.html">Celebrating the 4<sup>th</sup> of July</a> – an informational site from Just 4 Kids Magazine (<a href="http://www.just4kidsmagazine.com/beacon4god/july4.html">http://www.just4kidsmagazine.com/beacon4god/july4.html</a>)</p> <p><a href="http://www.udel.edu/dssep/histlit/histreadk2.htm">History and Children’s Literature</a> – A reading list of K-2 books that discuss U.S. history topics such as immigration, Civil Rights Movement, and World War II (<a href="http://www.udel.edu/dssep/histlit/histreadk2.htm">http://www.udel.edu/dssep/histlit/histreadk2.htm</a>)</p>	
 <p><a href="http://edsitement.neh.gov/view_lesson_plan.asp?id=338">Stars and Stripes Forever</a> - In this unit, students will learn what a symbol is, and how this particular symbol—the American flag—is an important part of our everyday lives. (<a href="http://edsitement.neh.gov/view_lesson_plan.asp?id=338">http://edsitement.neh.gov/view_lesson_plan.asp?id=338</a>)</p>	
	
 <p>Participate in the <a href="http://www.ipl.org/div/kidspace/cquest/">Culture Quest</a> that takes kids on a journey around the world. Students learn about different geographic regions, holidays, games, and foods from around the world (<a href="http://www.ipl.org/div/kidspace/cquest/">http://www.ipl.org/div/kidspace/cquest/</a>)</p> <p><a href="http://www.nationalgeographic.com/xpeditions/lessons/13/gk2/territory.html">What’s Your Territory?</a> Students learn about personal space, and why countries sometimes fight over territory – from national Geographic (<a href="http://www.nationalgeographic.com/xpeditions/lessons/13/gk2/territory.html">http://www.nationalgeographic.com/xpeditions/lessons/13/gk2/territory.html</a>)</p>	
 <p><a href="http://www.worldalmanackforkids.com/explore/presidents.html">Presidents of the United States</a> from the World Almanac for kids online (<a href="http://www.worldalmanackforkids.com/explore/presidents.html">http://www.worldalmanackforkids.com/explore/presidents.html</a>)</p> <p><a href="http://www.whitehouse.gov/history/presidents">The Presidents of the United States</a> – a chronological history of each of the Presidents, found on the main site for the White House (<a href="http://www.whitehouse.gov/history/presidents">www.whitehouse.gov/history/presidents</a>)</p>	
 <p><a href="http://edsitement.neh.gov/view_lesson_plan.asp?id=385">The Role and Responsibilities of the President</a> - students learn about the roles and responsibilities of the U.S. president and their own roles as citizens of a democracy. (<a href="http://edsitement.neh.gov/view_lesson_plan.asp?id=385">http://edsitement.neh.gov/view_lesson_plan.asp?id=385</a>)</p>	
 <p><a href="http://ve.ncee.net/features/display_standards.php?ss2=NV">Virtual Economics</a>: A site sponsored by the National Council on Economics Education that correlates state standards to national standards and then gives lesson ideas for meeting that standard. (<a href="http://ve.ncee.net/features/display_standards.php?ss2=NV">http://ve.ncee.net/features/display_standards.php?ss2=NV</a>)</p>	
 <p><a href="http://www.nationalgeographic.com/xpeditions/lessons/01/gk2/iraqmap.html">The Middle East Region</a>: Location, Flags, and Facts. In this lesson from National Geographic, students learn about the geography, as well as the current events of the region. (<a href="http://www.nationalgeographic.com/xpeditions/lessons/01/gk2/iraqmap.html">http://www.nationalgeographic.com/xpeditions/lessons/01/gk2/iraqmap.html</a>)</p>	





**History Standard 7.0: 1860 to 1920:** *Students understand the importance and impact of political, economic, and social ideas.*





<b>HISTORY</b> 	<b>CIVICS</b> 	<b>ECONOMICS</b> 	<b>GEOGRAPHY</b> 
<p><b>7.2.11</b> Tell why Labor Day is celebrated.</p>	<p><b>5.2.3</b> Name a traditional U.S. patriotic activity, holiday or symbol, such as the Fourth of July.</p>	<p><b>3.2.2</b> Give examples of <b>prices</b> people have paid when buying goods and services.  <b>3.2.3</b> Explain why consumers choose to buy more when a <b>price</b> is low and why consumers choose to buy less when a <b>price</b> is high.  <b>4.2.1</b> Identify why people use <b>banks</b>.  <b>5.2.1</b> Explain what money is and how it is used.  <b>6.2.2</b> Explain what a <b>consumer</b> does.  <b>6.2.6</b> Give examples of ways people earn money by working.  <b>7.2.1</b> Explain how tools and machinery may help a person work faster or better, or make a person's work easier.  <b>7.2.4</b> Give examples of inventions.</p>	<p><b>4.2.3</b> List and classify different ways to move people, <b>goods</b>, and ideas.  <b>4.2.7</b> Distinguish between wants and needs and describe how people fulfill them.  <b>4.2.8</b> List different organizations to which people belong.</p>
<p><b>7.2.17</b> Tell why Memorial Day and Veterans Day are celebrated.</p>	<p><b>5.2.3</b> Name a traditional U.S. patriotic activity, holiday or symbol, such as the Fourth of July.</p>	<p><b>1.2.1</b> Give examples of what is given up when <b>choices</b> are made.  <b>6.2.6</b> Give examples of ways people earn money by working.</p> <div data-bbox="1213 938 1291 1084" style="text-align: center;">  </div> <p>.....</p> <p>Discuss different branches of military service and their responsibilities. <b>(6.2.6)</b></p>	<p><b>2.2.2</b> Identify traditions and customs that families practice.  <b>6.2.2</b> Discuss the location of major current events.</p>

Resources:	Teacher Notes:
 <p><a href="http://www.udel.edu/dssep/histlit/histreadk2.htm">History and Children's Literature</a> – A reading list of K-2 books that discuss U.S. history topics such as immigration, Civil Rights Movement, and World War II (http://www.udel.edu/dssep/histlit/histreadk2.htm)</p>	
 <p><a href="http://www.just4kidsmagazine.com/beacon4god/july4.html">Celebrating the 4<sup>th</sup> of July</a> – an informational site from Just 4 Kids Magazine (http://www.just4kidsmagazine.com/beacon4god/july4.html)</p>	
 <p><a href="http://www.landmark-project.com/ggl/index.html">The Global Grocery Project</a> - This project provides students with an opportunity to find the prices of certain products at the grocery store, and then compare those prices to another country. You may need to adapt this lesson. (http://www.landmark-project.com/ggl/index.html)</p>	
 <p>Participate in the <a href="http://www.ipl.org/div/kidspace/cquest/">Culture Quest</a> that takes kids on a journey around the world. Students learn about different geographic regions, holidays, games, and foods from around the world (http://www.ipl.org/div/kidspace/cquest/)</p> <p><a href="http://www.nationalgeographic.com/xpeditions/lessons/13/gk2/territory.html">What's Your Territory?</a> Students learn about personal space, and why countries sometimes fight over territory – from National Geographic (http://www.nationalgeographic.com/xpeditions/lessons/13/gk2/territory.html)</p>	
 <p><a href="http://jeffcoweb.jeffco.k12.co.us/passport/lessonplan/lessons/vetday.html">Veterans Day</a>: A Multicultural approach to teaching about Veterans Day. (http://jeffcoweb.jeffco.k12.co.us/passport/lessonplan/lessons/vetday.html)</p>	
 <p><a href="http://www.pbs.org/americaresponds/theamericanflag.html">History of the American Flag</a>: This lesson from PBS teaches students about the history and symbolism of the American Flag. (http://www.pbs.org/americaresponds/theamericanflag.html)</p>	
 <p><a href="http://www.mcps.k12.md.us/curriculum/socialstd/grade2/Down_Buttermilk.html">Down Buttermilk Lane</a>: A multicultural lesson from the Montgomery County Public Schools. This lesson uses the story <i>Down Buttermilk Lane</i> to teach students about the resources, wants, and needs. Also integrated into this literature lesson are culture, history, and geography. (http://www.mcps.k12.md.us/curriculum/socialstd/grade2/Down_Buttermilk.html)</p>	
 <p><a href="http://www.flatstanley.com/">Flat Stanley</a> – This project integrates reading, writing, geography, and culture. Students create “Flat Stanley” who then travels to other schools within a community, state, or another country. Students learn about families through Flat Stanley’s travels! (http://www.flatstanley.com/)</p>	



**History Standard 9.0: The Twentieth Century, a Changing World: 1945 to 1990:** *Students understand the shift of international relationships and power as well as the significant developments in American culture.*

<b>HISTORY</b> 	<b>CIVICS</b> 	<b>ECONOMICS</b> 	<b>GEOGRAPHY</b> 
<b>9.2.8</b> Tell why Martin Luther King Jr. Day is celebrated.	<b>5.2.3</b> Name a traditional U.S. patriotic activity, holiday or symbol, such as the Fourth of July.	<b>1.2.1</b> Give examples of what is given up when <b>choices</b> are made. <b>1.2.3</b> Give examples of all or nothing choices (e.g. choose music on or off).	<b>GS 2.1</b> Ask questions about another place. <b>GS 2.2</b> Gather geographic information from books and pictures. <b>2.2.2</b> Identify traditions and customs that families practice. <b>4.2.8</b> List different organizations to which people belong. <b>4.2.9</b> Identify places where cooperation and conflict take place.

Resources:	Teacher Notes:
 <p><a href="http://seattletimes.nwsources.com/mlk/">Martin Luther King Jr. &amp; the Civil Rights Movement</a> – This site from the Seattle Times has a wealth of information on his life and times including classroom materials (http://seattletimes.nwsources.com/mlk/)</p> <p><a href="http://www.udel.edu/dssep/histlit/histreadk2.htm">History and Children’s Literature</a> – A reading list of K-2 books that discuss U.S. history topics including the Civil Rights Movement (http://www.udel.edu/dssep/histlit/histreadk2.htm)</p> <p><a href="http://edsitement.neh.gov/view_lesson_plan.asp?id=332">Dr. King’s Dream</a> – In this lesson, students learn about the life and work of civil rights leader Martin Luther King, Jr. (http://edsitement.neh.gov/view_lesson_plan.asp?id=332)</p> <p><a href="http://www.foodlandpeople.org/lesson-celebrate.pdf">Let’s Celebrate!</a> – A multicultural approach to teaching about celebrations of events and people (http://www.foodlandpeople.org/lesson-celebrate.pdf)</p>	
 <p><a href="http://edsitement.neh.gov/view_lesson_plan.asp?id=338">Stars and Stripes Forever</a> - In this unit, students will learn what a symbol is, and how this particular symbol—the American flag—is an important part of our everyday lives. (http://edsitement.neh.gov/view_lesson_plan.asp?id=338)</p> <p><a href="http://www.just4kidsmagazine.com/beacon4god/july4.html">Celebrating the 4<sup>th</sup> of July</a> — an informational site from Just 4 Kids Magazine (http://www.just4kidsmagazine.com/beacon4god/july4.html)</p>	
 <p><a href="http://www.econedlink.org/lessons/index.cfm?lesson=EM178&amp;page=teacher">Off to Interactive Island</a> – from the National Council on Economic Education. This lesson requires students to make choices on which good to buy given a limited income. (http://www.econedlink.org/lessons/index.cfm?lesson=EM178&amp;page=teacher)</p> <p><a href="http://www.econedlink.org/lessons/index.cfm?lesson=EM517&amp;page=teacher">Toys for Me</a> - from the National Council on Economic Education. This lesson on choice helps students to understand how choice affects our lives everyday. (http://www.econedlink.org/lessons/index.cfm?lesson=EM517&amp;page=teacher)</p>	
 <p>Participate in the <a href="http://www.ipl.org/div/kidspace/cquest/">Culture Quest</a> that takes kids on a journey around the world. Students learn about different geographic regions, holidays, games, and foods from around the world (http://www.ipl.org/div/kidspace/cquest/)</p> <p><a href="http://www.nationalgeographic.com/xpeditions/lessons/13/gk2/territory.html">What’s Your Territory?</a> Students learn about personal space, and why countries sometimes fight over territory – from National Geographic (http://www.nationalgeographic.com/xpeditions/lessons/13/gk2/territory.html)</p>	

## Second Grade Social Studies Standards Glossary

**bank:** A for-profit financial institution that accepts checking and **savings** deposits, and grants loans.  
**choice:** A selection from a set of alternatives.  
**consumer:** A person who buys and uses goods and services.  
**good:** An object that can satisfy **wants** (e.g., a car).  
**leisure activity:** An action performed by an individual that can satisfy the individual's own **wants** (e.g., skiing).  
**price:** Amount that must be paid for one unit of a good or service.  
**service:** An action performed by another that can satisfy **wants** (e.g., medical care).  
**saving:** Not spending income on consumption.  
**spatial pattern:** Pattern of space on the Earth's surface.  
**trade:** Voluntarily to exchange goods, services, or money for other goods, services, or money.  
**wants:** Desires that can be satisfied by **goods, services, or leisure activities**. A *need* is a high priority **want**.

### Additional Teaching Resources Worth Noting

[Carol Hurst's Children's Literature](http://www.carolhurst.com/subjects/curriculum.html) site: This site has a wealth of social studies literature that can be used in the classroom. Books are categorized by topic (ie: U.S. history, geography, etc.) and many of the titles include teaching ideas/materials. (<http://www.carolhurst.com/subjects/curriculum.html>)

The Library of Congress [Learning Page](http://rs6.loc.gov/learn/start/inres/index.html) - "The Internet resources in this directory represent selected Web sites which are rich in content that supports humanities education, broadly accessible to the educational community, and sustainable over the long term. They are grouped by topic." (<http://rs6.loc.gov/learn/start/inres/index.html>)

[The World Factbook](http://www.cia.gov/cia/publications/factbook/index.html) – "The Factbook is a comprehensive resource of facts and statistics on more than 250 countries" and is published by the CIA's Directorate of Intelligence. This book is available online and in a .pdf version for free. (<http://www.cia.gov/cia/publications/factbook/index.html>)

[Teaching National Holidays](#) – A Multicultural approach to teaching any national holiday.

[My Wonderful World](http://www.mywonderfulworld.org) – Site sponsored by National Geographic, the Smithsonian Institute, and others to promote the study of geography in schools. Resources are available for educators, parents, and students. (<http://www.mywonderfulworld.org>)

[Harp Week: Explore History](#). This site offers all of the print issues of the magazine *Harper's Weekly*. This incredible site offers teachers lessons and activities supported by the images found in Harper's Weekly from 1857 – 1912. Students have access to the political cartoons and news features found in this historic publication.

### Print Sources

Delano, M.F. (2005). *American Heroes*. Washington D.C.: National Geographic Children's Books.  
Krensky, S. (2004). *Dangerous Crossing: The Revolutionary Voyage of John Quincy Adams*. New York: Dutton Juvenile.  
Marzallo, J. (1993). *Happy Birthday, Martin Luther King*. Danbury, CT.: Scholastic Press.

NOTE: This is by no means an exhaustive list of resources. This list is meant to provide a starting place for helping you, the teacher, to integrate and implement standards into your classroom.